

# Visual Art

**Mrs. Marcelle Delaune**

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Course Syllabus  
Spring 2011

## Course Description

This is a beginning class in digital photography, digital art, and graphic design. Emphasis will be placed on the student exploring various compositional problems associated with digital and graphic design. Concepts ranging from "using the camera's viewfinder" to manipulating pictures/artwork in Photoshop will be covered. This course will build upon and further develop the skills learned in Art I and Art II. The course involves more freedom of choices in using a variety of art media, themes, and techniques to further develop creative expression.

The following areas of study will be included in each project:

**Artistic Perception:** identifying elements and principles of art, art techniques and skills.

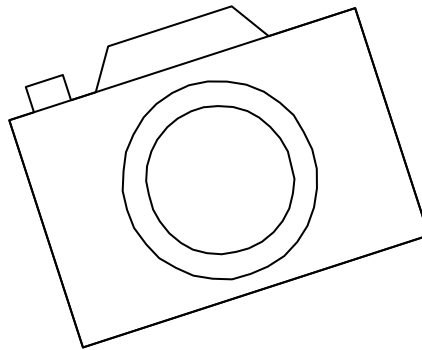
**Creative Expression:** what the artwork is communicating to the viewer, what materials are used, how the artist creatively

stated their purpose and used their media to solve or state a problem.

### Historical and Cultural

**Context:** how the work reflects the culture or background of the artist, connections to social or historical events are identified.

**Aesthetics:** how does the work relate to the viewer emotionally, what symbolisms or representations are made, does the viewer accept or reject the idea



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## Materials

### Supply List:

The following are needed supplies that will not be distributed in class...

- 3 ring binder
- Plastic Protective sleeves
- 1 pack of dividers
- 1 pocket folder
- 1 small pack of white card stock
- Rubber cement
- Scissors
- Photo paper
- Flash drive

*"Not everybody trusts paintings but people believe photographs."*

## Essential knowledge

- Students will learn about and apply basic information about the elements and principles of design (line, shape, texture, color, form, unity, rhythm, proportion, balance, movement, variety, emphasis, and harmony) and will recognize how the elements and principles work together in artworks.
- Students will be exposed to various forms of digital media and will develop art-making skills while expressing themselves through their artwork.
- Students will participate in oral and written critiques about their artwork, their peers' artwork and other artworks of other artist.
- Students will be able to explain the aesthetic theories of art.
- Students will be able to recognize art concepts in artworks throughout history.
- Students will be provoked to think critically as they construct journal writings prompted by questions on digital photography and art.

## Critical Questions

### How are the elements and principles of design used together to form artworks?

*This knowledge will be assessed throughout the semester through students' art projects, scrapbook/journal assignments, critiques, quizzes and class participation in discussions.*

### How has Photoshop contributed to the art world?

*The students' understanding will be measured through class participation in discussions, their journal writings, art projects and artist statements.*

### How is criticism used to understand artworks?

*The students' understanding will be measured through class participation in discussions, oral and written critiques and their artist statements.*

### How can we produce a better understanding of art concepts through the history of art?

*The students' understanding will be measured through class participation in discussions, oral and written critiques.*

### How does photography/graphic design/digital art affect our world?

*The students' understanding will be measured through their journal writing, essential questions and artist statements.*

*"I hear, I forget.  
I read, I remember.  
I do, I understand."*

## Tentative Timeline of Projects and Concepts

### First Term:

Week 1: Course Intro, SBJ, Camera Basics  
Week 2: Framing the Image  
Week 3: Layers Part I: Photography  
Week 4: Layers Part II: Scanned Objects  
Week 5: Photoshop Composition  
Week 6: Visual Dictionary  
Week 7: Stop Motion  
Week 8: Blurred Motion  
Week 9: Midterm

### Second Term:

Week 1: Photojournalism Part I: Photo Essay  
Week 2: Photojournalism Part II: Photoshop  
Week 3: Still Life  
Week 4: Narrative Still Life  
Week 5: Fictional Self Portrait  
Week 6: Self-Portrait Series  
Week 7: Abstract Landscape  
Week 8: Architecture  
Week 9: Final Exam

## Assessment and Evaluation

### A.) Studio Artwork:

At the beginning of each project students will receive an evaluation sheet that lists the criteria for which they will be graded on including:

- Art Concepts—(i.e.: focal point, full value, composition, etc.).
- Craftsmanship/Presentation
- Directions—(follow teacher-given formats)
- Artist Statement—(This is where the artist states their design process and other aesthetic qualities. Artist Statement must be at least two paragraphs using complete sentences.)

There will be two columns: one for self-evaluation the other for teacher evaluation. A completed evaluation sheet and artist statement must be turned in along with each project. Failure to do so will result in deduction of points. In most cases, projects are assigned on Mondays and are

allowed one week for completion. If class time is used wisely the due date will be the *beginning of class* on the following Monday; otherwise, projects will be due at the end of class on Friday.

### B.) Scrapbook/Journal Assignments (SBJ):

Students will complete weekly Scrapbook/Journal Assignments worth 50points. Assignments will be due and graded every Friday. SBJ will include the following:

- Scrapbook Entry
- Digital Quote
- Journal Writing

SBJ assignments are worth 20% of your grade.

### C.) Task Exercise/Quizzes

Task Exercise are small practice exercises for new techniques/concepts.

Objective written quizzes will be given to assess understanding of import ideas, concepts, and/or terms

that have been presented in class.

Task Exercises/Quizzes are worth 20% of your grade.

### D.) Class Participation

Students are given a weekly progress log to complete each day at the end of the class. Logs are due every Friday. Failure to complete and submit logs will result in a deduction of points. Logs total 10points a week.

### E.) Midterm/Final Exam

The midterm and final exams will be a project including several artworks: based on the principles and elements of design. An information sheet will also be given to explain how their artwork relates to the elements and principles of design. Specific instructions and criteria will be given as the due date nears. Seniors with an "A" may be exempt from the final exam project.

The midterm and final are worth 20% of your final grade.

### F.) Grade Breakdown:

Projects 50%, SBJ 20%, Task Exercises/Quizzes 20%, Participation 10%

*"It's a funny thing about life. If you refuse to accept anything but the best, you often get it."*

## Expectations

### A.) Class Procedures:

At the beginning of each class period, students are to get their needed materials out while the teacher is taking roll. Students need to listen for additional instructions or important information from the teacher. Students are to be in their desk and working on their SBJ, art project or quietly awaiting instructions.

### B.) Classroom Maintenance:

Students are expected to keep their areas and tables clean and to respect the materials of others (including SSA) and the art room. Failure to do so will result in a loss of points. Students need to be aware of the time as class draws to a close and allow themselves enough time to put away materials and clean up.

### C.) Format for Assignments:

Scrapbook/Journal Assignments are to be completed in your digital portfolio.

Studio projects should follow teacher-given formats. All digital assignments must be saved as first initial and last name along with project title. (i.e.—mde laune visual dictionary) Failure to do so will result in a loss of points. All work will be turned in either by printing out and handing in or by uploading to the server.

### D.) Homework and Completion of Assignments:

If the majority of the class has finished a project, the class will move on to the next assignment. If you have not completed the first project, it is your responsibility to finish that

project on your own time.

Assignment due dates are set at the beginning of each project and failure to turn in on time will result in a deduction of points. Two points will be deducted for each day the project is past due. In special circumstances, the teacher may allow you additional time to complete an assignment without penalty. This must be verbally agreed upon by the teacher. Students will not spend class time working on projects that have been determined complete. Work on the current project only. If you complete a project before the deadline, students will work on an additional teacher-given project, work on their scrapbook/journal assignments, create another artwork using the same skills /techniques, or ask the teacher if you can help organize/clean the classroom or take down/

hang artwork. Failure to use class time productively will lower your class participation grade.

### E.) Absences:

It is the student's responsibility to acquire missed assignments.

### F.) Help Sessions:

Help sessions need to be scheduled.

### G.) Work Ethic:

I expect you to be the artist. If another person works on or alters your artwork in any way it is considered cheating and proper disciplinary action will take place. Art is creative and I expect nothing less than creativity and self expression. However, I ask that you respect our catholic environment and create tasteful artwork: no drugs, sex, violence, weapons, etc. If artwork is inappropriate it will be turned over to the administration and will not be accepted for a grade.

## Catholic Identity Standards

*Jesus Illumines All of Life*

NDC p. 233

Our classroom environment will reflect the catholic identity standards listed below:

**1. Trinity (One God: Father, Son, and Holy Spirit)**

*Live a life of loving kindness in family and community which reflects the communion of love in the mystery of the Trinity.*

**2. Christ is the Center (Fullness of Revelation)**

*Demonstrate an active relationship with Jesus Christ and the Catholic Church by living out our Baptismal vocation to love God, others, and self.*

**3. Revealed Truth (Sacred Scripture, Sacred Tradition, & the Magisterium)**

*Discover and reflect God's desire to share His own life with us through honoring His Word as revealed to us in Sacred Scripture and Sacred Tradition, as one deposit of faith, interpreted and taught by the Magisterium of the Catholic Church.*

**4. Sacraments (Channels of Grace)**

*Understand and participate on a regular basis in the sacramental life of the Church, that finds its culmination in the Eucharist, our source of grace and redemption.*

**5. Moral Formation (Personal & Social)**

*(Freely) pursue a life of virtue and grace, striving to be "imitators of Christ", in a life of freedom, by conforming our thoughts, words, and actions to Him.*

**6. Human Dignity (Respect for Life)**

*Respect God as the source of all creation and promote a "culture of life" which recognizes the dignity of human life, created in the image of God, as its summit.*

**7. Prayer (God's Initiative, Our Response)**

*Develop a personal, covenant relationship with God through on-going private and communal prayer as a response of faith and love to Christ, the only Son of God.*

**8. Evangelization (Proclaiming Christ)**

*Proclaim the person of Jesus Christ, as did Mary – our model of faith, to all the world by a life of witness, enabling a profound conversion of mind and heart.*

**9. Christian Service (Conscience, Compassion, and Creative Action)**

*Seeks to apply the Gospel command to love and serve all people, in promotion of the common good, within the family, school, and larger community.*

**10. Catholic Culture (Disciples Shaping Society)**

*Evaluate relationships, curriculum, and extra-curricular activities in relation to the teachings of Christ and the Catholic Church*

## Behavior and Class Rules

### **A.) Class Rules:**

- Be on time for class.
- Bring all necessary supplies to class.
- Read all instructions and prepare for project assignments.
- Follow the Art Rule:  
If you take it out, you put it up.  
If you mess it up, you clean it up.
- Be courteous and respectful.
- Make up any work missed due to excused absences.
- Students must have permission to leave the classroom.

### **B.) Range of Consequences for Refusal to Adhere to Rules:**

- Reminder/warning by teacher that rules are being broken.
- Dove point(s) reduction given.
- Detention, behavior conference with teacher, behavior notice and phone call to parents/guardians)
- Conference with dean of students and/or counselors
- Other consequences following SSA policies for related behavior problems

"All Professionals started out as amateurs."

## Technology

### **A.) Technology Integration:**

- Students are expected to independently choose the technologies appropriate to their activity and need.
- Students are expected to utilize online resources to access information pertinent to my class.
- Students are responsible for downloading all assignments and project directives onto their computer.
- Students are expected to hand all work in by uploading to the server unless specified otherwise.

### **B.) Student Behaviors:**

- Students are expected to abide by all behaviors outlined in St. Scholastica's Responsible and Ethical Use Policy.
- Absolutely no game playing, e-mailing, instant messaging, etc. are acceptable during class time. Discipline consequences will be strictly enforced.
- Students are expected to come to class prepared with a fully charged computer.

## Contact Information

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Student E-Mail

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Block

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Other Phone

\_\_\_\_\_  
E-Mail Address

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## Contract Agreement

I HAVE READ AND UNDERSTAND THIS SYLLABUS \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

I HAVE READ AND UNDERSTAND THE TERMS OF THIS SYLLABUS AND HOW THEY APPLY TO ME AS A STUDENT IN THIS CLASS. I AGREE TO FOLLOW ALL RULES AND POLICIES.

\_\_\_\_\_  
Signature of Student

### LOCAL FIELDTRIP PERMISSION SLIP

I, \_\_\_\_\_, give permission for my daughter, \_\_\_\_\_,  
to attend off campus "walking tours" or "bus tours" in the Covington area during art class.

\_\_\_\_\_  
Date